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ABSTRACT

Designed as a model to aid school districts as they develop and review their own curriculum guides, this secondary level fine arts guide is divided into four sections covering visual arts, music, drama, and dance. Each of the four sections follows a standard format. A preface describes the goals of fine arts education in Alaska and the organization of the particular curriculum. Topics, learning outcomes, and sample learning objectives for teaching the content area in grades 9-12 are then provided in chart form. The curriculum on visual arts outlines learning outcomes and sample objectives for media, tools, forming processes; visual structure; subject matter; art form; cultural context; and art theory and criticism. The music curriculum is organized around instrumental skills; choral skills; general music appreciation; music history and literature; and music theory. The drama curriculum outlines learning objectives and outcomes for introduction to theater; performance skills and self-expression; design and technical theater skills; directing and management skills; and playwriting. The dance guide details curriculum outcomes for qualities of movement; elements of rhythm; creative expression; dance as part of culture and heritage; enjoyment, skill, and fitness; and integration of dance with other arts. (LP)

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SECONDARY FINE ARTS

ALASKA CURRICULUM GUIDE

First Edition

Support of the Model Curriculum Project was provided through
a special grant from ECIA Chapter II (Block Grant)

Alaska Department of Education

August 1985

SECONDARY FINE ARTS

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"Music is the universal language of mankind."

Henry Wadsworth Longfellow

PREFACE TO THE SERIES

Among the many decisions that schools must make, none is more important than the choice of curriculum. Curriculum defines the intent behind instruction and the expectations for student performance. This first field edition curriculum guide is one of a series intended to serve as a model to aid school districts as they develop and review their own curriculum documents. It is not intended that any of these field edition guides be used directly by teachers for instructional purposes. Districts are expected to develop their own locally suitable curriculum based on these guides. Districts have or are developing their own locally suitable curriculum using these guides as a base and point of departure. In the future as schools use this material to plan and implement programs, its value will be measured by the increased abilities of students to learn, think, and perform as informed and productive citizens.

In their present form these guides represent a synthesis of input from many sources, both Alaskan and national. They were originally prepared by staff at the Department of Education with the help of professional content associations, Alaskan teachers and administrators. An extensive review and revision process was conducted in 1984-85. School districts, subject matter associations, other professional associations, and interested individuals provided input to a revision process that was contracted to the Northwest Regional Educational Laboratory. A panel of nationally recognized curriculum specialists assisted in the review of each content area. contributors to specific guides are listed in the acknowledgements sections of those guides. In

one sense, these guides will never be finished. It is the intention of the Department of Education that they be dynamic documents subject to revision every few years as part of the six year curriculum review cycle that was recently initiated by new curriculum regulations. Guides exist in the areas of:

Kindergarten	Fine Arts
Language Arts	Social Studies
Science	Computer Education
Foreign Languages (Secondary)	Health
Mathematics	Physical Education

The format of the guides is straightforward but not oversimplified. Each guide lists topics/concepts, learning outcomes, and sample learning objectives in three columns. (In the case of Secondary Foreign Language, the first column is headed topics/skills.)

Topics/concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area.

Learning outcomes, in the second column, describe, in general terms, the behaviors students are expected to demonstrate as a result of their learning experiences. Learning outcomes are the goals toward which student learning is directed.

Sample learning objectives, shown in the third column, are indicators of student progress toward the stated goals, i.e., the learning outcomes. At least one sample learning objective is stated for each learning outcome. It is intended that the sample learning objectives are just that: samples only. They do not constitute a learning program. School districts generate their own locally applicable learning objectives within the framework of their district topics/concepts and learning outcomes.

The guides are grouped by grade level groupings (except Mathematics) -- grades 1-3, 4-6, 7-8 for the elementary level, and 9-12 for the secondary level. Mathematics is presented sequentially grade by grade. Recognizing the unique characteristics of the five year old learner, Kindergarten was prepared as a separate guide. In the development, grades 7-8 were generally seen as the end of the elementary years, but with some beginnings for the secondary level. On the secondary level the guides generally contain discrete courses that would be offered; these are not always tied to a particular grade level as the local district must determine the most effective sequence for those courses.

The Alaska State Board of Education stated, "The Model Curriculum Guides are intended to serve as a model, not a mandate." They underscored the fact that a partnership between state and local school districts is crucial. We seek to promote individual variation while stressing the collective responsibility for educating all students in Alaska. It is in this spirit that the Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this entire series of guides.

SECONDARY VISUAL ARTS

PREFACE TO

SECONDARY VISUAL ARTS CURRICULUM GUIDES

The Goal of Art Education in Alaska

The visual arts offer students in Alaska the means for expressing themselves and their unique thoughts, feelings and ideas. Through the visual arts, students are provided rich opportunities to communicate about themselves and their experiences as well as respond to the experiences of others. Therefore, the visual arts help students to understand themselves, their culture and the culture of others.

To enjoy and appreciate works of art requires careful thought, insight and study. Most important, it requires that students have numerous and varied experiences to create their own works of art. Hands-on experiences in art can build student self-confidence, encourage diversity of thinking, develop discipline and rigor and enrich the imagination.

Therefore, specific goals of the Alaska visual arts curriculum for both the elementary and secondary grades include:

- To help young people interpret their natural and man-made environments with perception and discrimination
- To help young people interpret the lifestyles and values of their own cultures as well as the cultures of others
- To help young people understand the art of their own heritage; historical and cultural art forms; and the interaction of art and society
- To help young people communicate about themselves using the language of art
- To help young people acquire the knowledge and skills to adapt to their visual environments
- To help young people improve the qualities of their lives and of society through the language, discipline and processes of art

Framework of the Guides

To help students in Alaskan schools reach the goals of art education, both the elementary and secondary guides have been organized around the following major topical areas:

1) Media, Tools and Forming Processes
2) Visual Structure
3) Subject Matter
4) Art Form
5) Cultural Context
6) Art Theory and Criticism

For each topical area, learning outcomes are displayed, written as broad-based educational goals and which lie on a continuum of specificity. The outcomes represent a sequential flow of content matter and are based on students' developmental patterns. Sample learning objectives are given for the outcome statements, written in behavioral terms and which also reflect a continuum of specificity.

The intent of the sample learning objectives is to suggest possible ways students might be able to demonstrate their mastery of the learning outcomes. Other objectives should also be developed for the same purpose to more accurately reflect student experiences and abilities, available resources or student needs and interests.

ACKNOWLEDGEMENTS

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

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Adak
Anchorage
Annette Island
Bristol Bay
Copper River
Cordova
Craig
Delta/Greely
Fairbanks
Galena
Haines
Iditarod
Kenai Peninsula
Ketchikan
Klawock
Lower Kuskokwim
Lower Yukon
Matanuska-Susitna
Nenana
Nome
North Slope
Northwest Arctic
Pelican
Railbelt
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New York
North Carolina
Oregon
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
West Virginia
Virgin Islands
Guam

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Wanda Cooksey
Marge Hermans
Richard Luther

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Liz Carpenter
Kathy Byington
Faye Cummins
Gene Dugan
Bonnie Selin
H.J. Slider
Jean Flanagan
Rose Fosdick
John Goldring

In addition, several persons contributed their time to reviewing the 1984 Secondary Fine Arts guide. Their comments and suggestions were used in preparing the 1985 Model Fine Arts Curriculum Guide. These people include:

Ronna Lopizick

The Northwest Laboratory's chief writer for this Secondary Fine Arts Guide was Leslie Crohn. Dr. Brent Wilson, of Pennsylvania State University, was chief consultant to this NWREL team. Dr. Dana Davidson was consultant on matters of child development. Project design and management was by Dr. William G. Savard of NWREL's Assessment and Evaluation Program. Dr. Gary Estes provided overall direction.

Special thanks are due to Gloria Lerma and Andrea Levy for their cheerful and seemingly endless typing and management of details.

SECONDARY FINE ARTS
VISUAL ARTS
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
MEDIA, TOOLS AND FORMING PROCESSES	Know how to use a variety of tools, techniques and media to produce an art work.	
		Produce three drawings, each describing the same theme, with a different drawing instrument such as a pencil, charcoal, or pen and ink; demonstrate the care and safe handling of the tools and materials.
		Produce works of art involving the following techniques as they are appropriate to the mood and message of the work: mixed media, painting, print making, calligraphy, pottery, sculpture, still life drawings, figure drawings, block printing, poster design, fabric design, batik, jewelry, collage, silk screen, carving, story illustration, scrimshaw, doll making, beadwork, photography.
	Know the characteristics of a variety of color media and how to apply them.	
		Produce art works which emphasize particular characteristics of color media and explain the effect on the expressive qualities of the work: the wetness of paint, the transparency of watercolor, the flatness of chalk, the fiber of paper, etc.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
MEDIA, TOOLS AND FORMING PROCESSES (Cont.)		
		Demonstrate how to handle and care for color media, tools and materials.
	Know how to display works of art.	
		Mount, mat, label, protect and hang a work of art for display.
	Understand safety rules as they apply to each medium and process.	
		Follow directions on labels and signs before working.
		Wear protective clothing and safety devices (e.g., goggles) when appropriate.
		Explain underlying reasons for classroom safety rules.
	Know how to communicate using art terminology.	
		Use appropriate terminology for techniques, procedures, artistic intent and critical discussion of works of art.

SECONDARY FINE ARTS
VISUAL ARTS
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will:	The Learner will:
VISUAL STRUCTURE	Understand relationships of visual elements in a work of art.	
		Identify and discuss how the following elements contribute to the theme or message in a piece of visual art: perspective, illusion, graduation, dimensionality.
	Know how to analyze line types and line qualities.	
		Compare and contrast the ways in which line types and line qualities are used in past and present Alaskan art works and the effect the line types and line qualities have on meaning and expression.
	Know the characteristics of color.	
		Identify the expressive qualities of color and the effect of color on meaning in a given piece of art work.
		Define transparent, translucent and opaque and provide examples of each.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
VISUAL STRUCTURE (Cont.)		
	Know how to use color schemes.	
		Produce art works with the following color schemes and describe the effect of each on mood and expression: monochromatic, complementary, split complementary, analogous, triadic, tetradic, warm, cool.
	Know how to use color for expression.	
		Produce an art work using color to portray a personal emotion or idea.
		Produce an art work using color to express a mood or emotion such as anger, joy or fear.
		Describe how color evokes a psychological response.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
VISUAL STRUCTURE (Cont.)		
	Understand how and why texture is used in works of art.	
		Describe the use of actual and simulated textures.
	Understand how and why characteristics of space are used in works of art.	
		Identify mass and volume as aspects of space in works of art and explain the effects of each.
		Produce a work of art in which space is the dominant element.
		Represent space by using overlapping position on a picture plane and color variation.
		Produce positive and negative renderings of the same subject.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
VISUAL STRUCTURE (Cont.)		
	Understand linear perspective.	
		Critique a work of art, analyzing the use of linear perspective.
		Produce a landscape and explain how and why linear perspective was used.
	Know how to develop observational skills.	
		Recognize and discriminate among the images, colors, moods in various works of art.
		Use perceptual skills to compare and contrast the visual qualities in a variety of art works from different cultures.
	Know how to interpret visual imagery in works of art.	
		Interpret works of art by discussing the feeling, mood, subject matter and theme derived from the work.

SECONDARY FINE ARTS
VISUAL ARTS
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
VISUAL STRUCTURE (Cont.)		
	Understand abstract and nonobjective art.	
		Compare and contrast two nonrepresentational works of art by different artists to discover why the artists employed the abstract form to represent their subject matter and convey their message.
	Understand the use of an art portfolio.	
		Organize a collection of sketches, journals and finished works from firsthand experiences.
	Know how characteristics of light affect the subject matter in a work of art.	
		Describe the effect of the following light characteristics on the subject matter in a work of art: direct, indirect, reflected, absorbed, artificial, natural.
		Represent the same object under different light conditions.

SECONDARY FINE ARTS
VISUAL ARTS
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
ART FORM	Know that form exists in and defines three-dimensional space.	
		Produce a three-dimensional sculpture form.
	Understand functional and nonfunctional form.	
		Describe the use of functional and nonfunctional form and give examples.
	Understand how and why abstract form is used.	
		Produce an art work employing abstract form.
	Understand the use of scale in works of art.	
		Produce a work of art using scale by enlarging or decreasing the size of a specific object.
		Produce an art work using scale as the dominant element.

SECONDARY FINE ARTS
VISUAL ARTS
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will:	The Learner will:
ART FORM (Cont.)	Understand how and why to integrate elements of design, proportion and scale in works of art.	
		Create an art work that combines and integrates the elements of design, proportion and scale.
	Understand the use of proportion in works of art.	
		Critique selected works of art on the use of proportion to communicate thoughts, ideas, emotions.
		Produce an art work that exaggerates or distorts proportion to communicate a specific idea.
	Understand the use of emphasis in works of art.	
		Produce an art work using the element of emphasis and describe the effect.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
ART FORM (Cont.)		Identify the methods and elements used to achieve emphasis in a work of art.
	Understand the use of repetitive rhythm in works of art.	
		Produce a painting in which visual rhythm and movement are achieved through repetition.
	Understand how and why to integrate elements in a work of art.	
		Integrate the elements and principles of design in an art work to achieve various aspects of expressive content.
	Understand the use of balance in works of art.	
		Produce an art work using symmetrical or asymmetrical balance and explain why one form was chosen over the other to convey the feeling or idea.
		Identify symmetrical and asymmetrical balance in selected works of art.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
ART FORM (Cont.)	Understand the concept of unity in works of art.	
		Select a reproduction of a well-known work of art and describe how the compositional elements were used to create unity.
		Make a report on the contributions of African art (or the art of another culture) to American art works).
CULTURAL CONTEXT	Know some of the contributions of other cultures to American art.	
	Understand how culture affects art.	
		Describe the effect of technology on contemporary art (for example, electronic images).
	Understand that art is in a continuous state of change.	
		Describe how art develops within an historical context that includes scientific advances.
		Explain how art materials and processes have been changed through the ages, giving rise to new art forms such as plastics and computer graphics.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
CULTURAL CONTEXT (Cont.)		
	Understand aesthetic, historical and personal values in art.	
		Discuss the relative value of three selected works of art from varied cultural contexts.
		Report on cultural contributions of Inupiat, Yup'ik, Tlingit, Haida, Aleut or Athabascan art works.
		Describe some of the major art forms and characteristics of art works from Native Alaskan cultures.
	Understand how technological developments affect the visual arts.	
		Use a computer for creating graphic designs.
	Understand how mass media affect taste, perception and communication.	
		Describe how television, magazines, newspapers, films and other media influence and affect the consumer and the artist.
	Know some art-related career opportunities.	
		Make a report on art-related careers and employment requirements including graphic design, interior design, teaching, commercial artist, etc.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
CULTURAL CONTEXT (Cont.)		Describe careers where experience in art offers a decided advantage.
ART THEORY AND CRITICISM	Know some of the historical contexts for the visual arts.	Make a report on the contributions of one or more of the following cultures to the world of art: Native American, Colonial American, Contemporary American, Early European (Greek, Roman, Gothic, Renaissance) 19th and 20th century European, Egyptian, African, Asian.
		Identify some of the major European and American artists and their works such as Picasso, Calder, Van Gogh, Whistler, Rembrandt, O'Keefe, Cassat, Marisol, Warhol.
		Describe major styles in the history of art, including Renaissance, Impressionism, Cubism, Pop, etc.
		Describe similarities and differences in the art of various cultures, including form, materials, function and style.
		Explain how art reflects the relationship between artists and their cultures.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
ART THEORY AND CRITICISM (Cont.)		
	Understand the impact of architectural forms on people.	
		Report on the impact of a shopping mall, church, fast food restaurant or office building on a community; suggest motives for a particular architectural style.
	Understand the interrelationship of visual arts with other art forms such as dance, film making, drama, and music.	
		Discuss the expressive qualities, meaning and composition of a local performance in dance, drama or music.
		Describe differences and similarities in rhythm, space, movement, line, etc. in another art form such as dance, music or drama to the visual arts.
		Create a display such as an art show, a parade or a poster campaign for a community group.
	Know how to make aesthetic judgements about visual forms in daily life and works of art.	

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
ART THEORY AND CRITICISM (Cont.)		
		Discuss his or her own work and the work of peers with other class members.
		Evaluate visual forms in daily life such as classroom arrangement, product design, the natural environment, etc.
	Know some of the characteristics of the arts from the Renaissance period.	
		Identify some of the major artists of the Renaissance period and describe their style.
		Describe how social, economic and scientific developments influenced art during the Renaissance period.
		Explain how Renaissance artists depicted humanity and physical reality.
	Know some of the characteristics of the arts from the Post-Renaissance period.	
		Define Mannerism; identify some of the major Mannerist artists and describe their styles.
		Define Baroque; give examples of reversed curves, florid decoration and sensuousness in Baroque art.

PINE ARTS
VISUAL ARTS
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will:	The Learner will:
ART THEORY AND CRITICISM (Cont.)		
		Identify some of the major artists of the Baroque period.
		Recognize examples of Post-Renaissance art.

ALASKA CURRICULUM GUIDE: Visual Arts - Secondary

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
Ronna Lopizick	Specific comments made directly on the guide.	These were incorporated into the material to the greatest extent possible.

ALASKA
MODEL
CURRICULUM
GUIDE
PROJECT

Subject: FINE ARTS
Course: VISUAL ARTS
Level: SECONDARY
Grade(s): 9-12
Date: 8-20-85

PERCENTAGE OF EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	2	5	***
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	17	39	**********
3.00 Application	15	34	**********
4.00 Analysis	3	7	****
5.00 Synthesis	4	9	*****
6.00 Evaluation	3	7	****
SUBTOTAL	44	100	
AFFECTIVE	0	0	
PSYCHOMOTOR	0	0	
Not Classifiable	0	0	
TOTAL	44	100	

SECONDARY MUSIC

PREFACE TO

SECONDARY MUSIC CURRICULUM GUIDES

The Goal of Music Education in Alaska

Experiences in music, like all artistic endeavors, offer students rich opportunities to communicate in unique, creative and pleasurable ways. Through the study of music, students are able to enrich their lives through greater self-expression; they also learn to more fully appreciate the expressions of others.

The study of music also provides special insights into past and present cultures, thus extending world understanding and respect. Like other artistic activities, practical experiences in music can build self-confidence, encourage diversity of thinking, develop discipline and rigor and enrich the imagination.

Therefore, specific goals of the Alaska music curriculum guide for both the elementary and secondary students include:

- To help young people enjoy the pleasures to be derived from music
- To help young people understand that music may be used to communicate ideas, feelings and moods
- To help young people interpret the basic elements of music as they appear in reading and notation through both cognitive and kinesthetic responses
- To help young people understand the development of music through history and the ways in which music has contributed to the culture

- To help young people know how to sing and use musical instruments to satisfy personal needs and standards
- To help young people use their imaginations, emotions and energies to create and explore music
- To help young people interpret the lifestyles and values of their own cultures as well as those of other cultures
- To help young people make value judgements about music of all types

Framework of the Guides

The secondary music curriculum guide (grades 9-12) reflects topical areas that include:

1) Instrumental Skills (performance, music theory and appreciation)
2) Choral Skills (mastery skills, composition and performance, appreciation and education)
3) General Music Appreciation
4) Music History and Literature
5) Music Theory

For each topical area, learning outcomes are displayed, written as broad-based educational goals and which lie on a continuum of specificity. The outcomes represent a sequential flow of content matter and are based on students' developmental patterns. Sample learning objectives are given for the outcome statements, written in behavioral terms and which also reflect a continuum of specificity.

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Lower Yukon
Matanuska-Susitna
Nenana
Nome
North Slope
Northwest Arctic
Pelican
Railbelt
Valdez
Yakutat

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South Carolina
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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
INSTRUMENTAL Performance Skills	Know how to tune his or her instrument.	
		Tune his or her instrument with others in an ensemble prior to performance.
	Understand tone production.	
		Demonstrate how the following affect tone production: breathing, sound, pitch, articulation, posture, sustention, release, technique, embouchure, tonguing, harmonics, vibrato.
		Perform long sustained tones with emphasis on tone quality at various volume levels and in all ranges.
	Understand that finger dexterity, lip flexibility and bow coordination are critical elements of a musical performance.	
		Perform scale exercises on his or her instrument.
	Know the characteristics of an instrument regarding pitch tendencies and traditional tone quality.	
		Demonstrate pitch tendencies and corrective procedures, using his or her instrument.
	Understand enharmonic tones.	

FINE ARTS
MUSIC
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
INSTRUMENTAL Performance Skills (Cont.)		
		After scales are mastered, demonstrate enharmonic tones to the class with a small group of peers.
	Know how to perform major and minor scales from memory.	
		Perform major and minor scales from memory.
		Write major and minor scales for his or her own instrument.
	Know how to develop aural skill.	
		Match pitches on the instrument with an electronic tuner, the piano or other players in the section.
	Understand the difference between simple and compound meter.	
		Perform examples of simple and compound meter.
	Know how to read music.	
		Use counting, key signatures, musical terms and articulation in context.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
INSTRUMENTAL Performance Skills (Cont.)		
		Match pitches and play a melody in tune.
	Understand basic music vocabulary.	
		Use musical terms (Italian) correctly.
	Understand how to care for and maintain a musical instrument.	
		Demonstrate the proper care and maintenance of his or her instrument.
	Understand how expression relates to style.	
		Play melodies with concentration on expression.
		Discuss pertinent facts concerning style of various composers and compositions.
	Know how to compose, arrange and improvise music.	
		Compose a solo-line composition of at least 24 measures for his or her instrument.

FINE ARTS
MUSIC
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
INSTRUMENTAL Performance Skills (Cont.)		
	Understand that participation in evaluated musical events can be personally rewarding and fulfilling.	
		Participate in a musical event to be evaluated such as state competition, festival, solo and ensemble festival, marching band festival, jazz ensemble festival, etc.; write a report on the experience.
	Know how to prepare for a musical performance.	
		Describe the types of preparation necessary for a school performance or participation in a community show.
	Know how to evaluate a musical performance.	
		Discuss a musical performance (live or filmed) from the standpoint of types of music, marching (if appropriate), execution in playing, overall quality of the performance.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
INSTRUMENTAL Performance Skills (Cont.)		
	Know how to match appropriate music to type of performance.	
		Select musical pieces for a local community concert and participate in the program.
	Know basic conducting techniques.	
		Conduct an ensemble using appropriate conducting gestures to indicate tempo, style, rhythmic contrasts and suggestions for improving intonation and tone quality.
Music Theory and Appreciation	Know some of the music from various musical periods.	
		Make a report on a composer from a given musical period and discuss the circumstances under which the music was performed.
	Understand basic music theory concepts and forms.	
		Make a report on diatonic chord functions.

FINE ARTS
MUSIC
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
INSTRUMENTAL Music Theory and Appreciation (Cont.)	Understand the relationship of music to other art forms.	Describe the relationship between music and other arts using examples from parallel periods of painting, architecture, sculpture, theater, dance, etc.
	Understand music as an avocation as well as a vocation.	Report on the lifestyle of a professional musician. Discuss the rewards and benefits of music as an avocation. Report on institutions which offer training in music careers such as universities, colleges and conservatories, in and outside of the state.
CHORAL Mastery Skills	Understand the differences in vocal ranges and qualities.	Define voice classifications and subclassifications.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
CHORAL Mastery Skills (Cont.)		
	Know that physical development relates to voice productions, tone and range.	
		Discuss his or her physical vocal abilities and limitations and explain how they can be expanded through practice.
		Sing a range of two octaves if a girl, or one octave and a sixth if a boy (except if the Learner is undergoing voice changes).
	Know how to develop the musical ear.	
		Demonstrate consonant and dissonant harmonics.
		Sing rounds and short pieces with conventional harmonics.
	Know how to use the voice skillfully.	
		Demonstrate proper breath support and posture.
	Know how to warm up prior to singing.	
		Demonstrate how to warm up before rehearsal.

FINE ARTS
MUSIC
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
CHORAL Mastery Skills (Cont.)		
		Read through vocal text with proper enunciation and syllabic accents.
	Know how to sing with correct intonation.	
		Sing a selected piece with correct intonation.
	Know how to sight read music.	
		Define and demonstrate the concept of a musical phrase.
	Know the elements of concert discipline.	
		Describe how self-confidence, poise and self-discipline affect level of performance.
	Know how to increase skill in rhythmic movement.	
		Perform rhythmic drills such as clapping hands, snapping fingers, or tapping feet to feel pulsation.
	Know how to communicate using basic music vocabulary.	
		Use proper musical terms.

FINE ARTS
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GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
CHORAL Composition and Performance		
	Know how to perform individually or in a group.	
		Describe how to prepare for participation in vocal/choral competitions and festivals such as all-state, district, and regional competitions.
		Participate in vocal/choral activities individually or in a group.
	Know some careers in vocal and choral music and the skills and talents required.	
		Make a report on possible careers in vocal and choral music including necessary preparations, rewards and lifestyles.
Choral Music Appreciation		
	Know various styles of music from different historical periods.	
		Prepare a report on selected styles of choral music (e.g., operas, madrigals and music of Native Alaskan groups).

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
CHORAL Choral Music Appreciation (Cont.)		
		Prepare a report on selected choral works including stylistic differences from the following historical periods: Renaissance, Baroque, Classical, Romantic, Contemporary.
	Understand components of music which are sung, heard or read.	
		Analyze the components of musical numbers (including the background of historical styles) for the following: musical selections currently being released and recorded selections.
GENERAL MUSIC APPRECIATION		
	Know music fundamentals.	
		Identify lines, spaces, key signatures, meter.
	Know how to play an instrument not previously mastered.	
		Play a simple melody on an unfamiliar instrument after practice sessions.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
GENERAL MUSIC APPRECIATION (Cont.)		
	Know the instruments of an orchestra.	Recognize orchestrated instruments by sight and sound after viewing and listening to filmstrips, recordings and live performances.
	Know some of the different types of musical instruments from various parts of the world.	Examine and report on some musical instruments from other cultures such as Africa, Arabic or Indonesian.
	Know various combinations of instruments such as string and woodwind, solo instruments with piano, etc.	Discuss varieties of ensembles including their advantages and limitations after listening to recorded performances.
	Understand characteristics of basic musical forms.	Discuss varieties of musical forms including sonata, concerto, fugue, opera and oratories after listening to recorded performances.

FINE ARTS
MUSIC
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
GENERAL MUSIC APPRECIATION (Cont.)		
	Understand basic musical rhythms and terms.	
		Demonstrate basic rhythmic movements both on-beat and off-beat through such activities as clapping hands or tapping feet.
	Understand the responsibilities of an audience and the relationship between the audience and the performers.	
		Discuss whether music would survive if no audiences were involved.
	Understand the relationship between music and dance.	
		Demonstrate basic steps and movements of at least three different dances, including one Native Alaskan dance. (See also Dance Curriculum Guide.)
	Understand the relationship of music to other elements of society such as literature, religion, nationalism, theatre, social protest, etc.	
		Prepare a biographical sketch of a great composer, correlating his or her music to the visual art, literature and architecture of that period.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
GENERAL MUSIC APPRECIATION (Cont.)		
	Know how to construct simple musical instruments.	
		Use locally available materials to construct a simple musical instrument; demonstrate how to play the instrument.
	Understand how music contributes to lifelong enjoyment.	
		Discuss ways a nonprofessional can be musically involved and can derive personal fulfillment from participation in such groups as church choirs, community choruses, Native dance groups, etc.
	Understand how music relates to recreation.	
		Conduct a gymnastics or exercise routine to music.
	Understand the role of music in the community.	
		Report on a public performance of music after attending the event.
	Know how to share musical talents with others.	

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TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
GENERAL MUSIC APPRECIATION (Cont.)		
		Compose and perform a simple musical production for community members, young children or other groups.
	Know some careers in music-related professions.	
		Report on possible careers in music-related professions such as sound engineer, manager for musical groups, composing music for commercials, etc.
	Understand the relationship of music to technological advancement.	
		Discuss how various technical developments have affected the history of music.
	Understand mathematical, scientific aspects of musical sounds.	
		Discuss sound waves with other class members using a tuning fork and other devices.

FINE ARTS
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GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
MUSIC HISTORY/LITERATURE		
	Know basic music terminology.	
		Use basic terminology of the various periods of Western music history including: Renaissance, Baroque, Classical, Romantic, Contemporary, chant, counterpoint, polyphony, homophony, chorale, symphony, etc.
	Know how to trace the growth of music through composers and representative compositions.	
		Give short biographical sketches of composers relating personal philosophies to their compositions.
	Understand that music is affected by historical, artistic and scientific attitudes.	
		Give summaries of the political and social milieu of selected musical periods and show how composers were influenced by the attitudes of the time.

FINE ARTS
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GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will:	The Learner will:
MUSIC THEORY	Know musical signs, symbols and rhythms.	Identify staves, clef signs; lines and spaces, note values with key signatures, time signatures and simple rhythmic dictation.
	Know musical signs, aural and visual tonalities.	Use key signatures, major and relative minor scales.
	Know how to construct, recognize aurally and sing all intervals within the octave.	Give melodic dictation of simple diatonic melodies.
	Understand simple transposition.	Transpose a simple piece from one key to another either written or instrumentally.
	Know intervals and chords.	Identify intervals and chords through written and aural exercises.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
MUSIC THEORY (Cont.)	Know the various units in record selections.	Define and demonstrate the following units of melodic organization: motif, phrase, period, double period, binary form, ternary form.
	Understand various types of melodies.	Compose a melody for an instrument.
	Understand chord progressions.	Identify secondary chords, leading tone chords and chord progressions.
	Know how to create a simple composition and theme with variations.	Use an original melody to write variations through use of inversion, retrograde, augmentation and diminution.
	Understand compositional form.	Identify examples of the following: AB form, ABA form, rondo, theme and variations.
	Understand bitonality and tritonality.	Demonstrate how to change key.

FINE ARTS
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GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will:	The Learner will:
MUSIC THEORY (Cont.)	Know how to use accompaniments and orchestral reduction.	
		Demonstrate an orchestral reduction on a piano.
	Understand the relationship of practical theory to modern forms of contemporary music.	
		Tie modern chord progressions to the following types of music: pop, folk, soul, rock, gospel.
	Know the practical ranges for each choral voice classification and for the most common band and orchestral instruments.	
		Select written music in appropriate ranges for three voices or instruments.
	Understand musical terms.	
		Define, pronounce and use basic musical terms in Italian, using musical dictionaries and texts.
	Know the difference between tonal and atonal music.	
		Select simple recordings of tonal and atonal compositions; use a tone-row.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will:	The Learner will:
MUSIC THEORY (Cont.)	Understand elements of music that are different in Western and non-Western cultures.	
		Explain pitch, timbal, formal and rhythmic musical elements of non-Western cultures.
	Understand diatonic scale fragments, primary triads and chromatic neighboring tones.	
		Sing at sight and write from dictation, simple melodies using diatonic scale fragments, skips within primary triads and chromatic neighboring tones.
	Know how to write rhythmic patterns and simple syncopation from dictation.	
		Write selected rhythmic patterns.
	Understand basic conducting techniques.	
		Conduct patterns for 2, 3, 4, 5 and 6 beats per measure.
	Know how to write manuscript and notation.	
		Write out a short, simple composition he or she has created or heard and compare with professional manuscripts.

ALASKA CURRICULUM GUIDE: Music - Secondary

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
No comments.		

ALASKA
MODEL
CURRICULUM
GUIDE
PROJECT

Subject: FINE ARTS
Course: MUSIC
Level: SECONDARY
Grade(s): 9-12
Date: 8-20-85

PERCENTAGE OF EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	5	6	***
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	27	35	**********
3.00 Application	23	30	**********
4.00 Analysis	10	13	*******
5.00 Synthesis	5	6	***
6.00 Evaluation	0	0	
SUBTOTAL	70	91	
AFFECTIVE	0	0	
PSYCHOMOTOR	7	9	*****
Not Classifiable	0	0	
TOTAL	77	100	

SECONDARY DRAMA

PREFACE TO

SECONDARY DRAMA CURRICULUM GUIDES

The Goal of Drama Education in Alaska

The human experience is enhanced and celebrated through dramatic expression as drama involves the complete inner self. Experiences in drama allow students to understand both their unique as well as their universal qualities. These same experiences also help students become more aware of their own feelings and the feelings of others. This awareness, in turn, helps them to better understand the history, achievement and potential of humankind. Finally, drama activities help students improve and extend their expressive and creative resources.

The major goal of the Alaska drama curriculum for secondary students is to help students realize their full artistic potential and be able to sense and appreciate both the natural and man-made beauty around them. Toward these ends, secondary students need to acquire:

1) Knowledge of the nature of drama and its relationship to the creative performing arts
2) Experiences with drama and a wide variety of art forms
3) A perspective for developing their own aesthetic criteria and tastes in drama
4) Understanding of the contribution of drama to human communication

Therefore, specific goals of the Alaska secondary drama curriculum guide include the following:

1) To help young people develop a heightened sense of awareness
2) To help young people recognize that the body and voice have great potential for expressing ideas and emotions
3) To help young people present ideas in dramatic form
4) To help young people develop large and small muscle groups and vocal skills
5) To help young people develop self-confidence and a positive self-image and the ability to work with others
6) To help young people relate dramatic activities to aesthetic elements of the culture and other art forms

Framework of the Guides

To help students in Alaskan schools reach the goals of drama education, the secondary guide (grades 9-12) has been organized around the following major topical areas:

1) Introduction to Theater and Drama (Drama Appreciation)
2) Performance Skills and Self-Expression
3) Design and Technical Theater Skills
4) Directing and Management Skills
5) Playwriting

For each topical area, learning outcomes are displayed, written as broad-based educational goals and which lie on a continuum of specificity. The outcomes represent a sequential flow of content matter and are based on students' developmental patterns. Sample learning

100 mm
A5
1.0
1.1
1.25
1.4
1.6
2.0
2.2
2.5
2.8
3.2
3.6
4.0
1.8
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890
1.0 mm
1.5 mm
2.0 mm

objectives are given for the outcome statements, written in behavioral terms and which also reflect a continuum of specificity.

The intent of the sample learning objectives is to suggest possible ways students might be able to demonstrate their mastery of the learning outcomes. Other objectives should also be developed for the same purpose to more accurately reflect student experiences and abilities, available resources or student needs and interest.

ACKNOWLEDGEMENTS

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

Alaska School Districts

Adak
Anchorage
Annette Island
Bristol Bay
Copper River
Cordova
Craig
Delta/Greely
Fairbanks
Galena
Haines
Iditarod
Kenai Peninsula
Ketchikan
Klawock
Lower Kuskokwim
Lower Yukon
Matanuska-Susitna
Nenana
Nome
North Slope
Northwest Arctic
Pelican
Railbelt
Valdez
Yakutat

State Departments of Education

Alabama
Arizona
Arkansas
California
Connecticut
Delaware
Florida
Idaho
Ilinois
Indiana
Maine
Minnesota
Maryland
Nebraska
Nevada
new Mexico
New York
North Carolina
Oregon
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
West Virginia
Virgin Islands
Guam

The department appreciates the efforts of its staff who reviewed and synthesized specific content area materials which resulted in this draft Model Curriculum Guide. Contributors in secondary fine arts included:

Betty Bradlyn
Annie Calkins
Wanda Cooksey
Marge Hermans
Richard Luther

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Ronna Lopizick

The Northwest Laboratory's chief writer for this Secondary Fine Arts Guide was Leslie Crohn. Dr. William Tate, Portland State University, was chief consultant to this NWREL team. Dr. Dana Davidson was consultant on matters of child development. Project design and management was by Dr. William G. Savard of NWREL's Assessment and Evaluation Program. Dr. Gary Estes provided overall direction.

Special thanks are due to Gloria Lerma and Andrea Levy for their cheerful and seemingly endless typing and management of details.

FINE ARTS
DRAMA
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
INTRODUCTION TO THEATER AND DRAMA		
Drama Appreciation	Understand the development of the physical theater.	
		Describe the basic parts of the physical theater.
		Describe the following as they refer to stage direction: downstage, upstage, stage right, stage left, cross, exit.
		Use the following basic stage terminology: cast, cue, backstage, house, set, wing, proscenium, apron, flat, blocking, fly, curtain, cyclorama, set design, lighting, grip, hand props, prompt, script.
	Know how to use the voice effectively.	
		Use phrasing, cadence and stress to emphasize ideas, mood and tone.
	Know how to interpret drama before a classroom audience.	
		Analyze scripts to discover character intentions, given circumstances and obstacles.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
INTRODUCTION TO THEATER AND DRAMA Drama Appreciation (Cont.)	Understand that appreciation of theater contributes to personal self-fulfillment.	
		Discuss performances from stage, film, or television.
	Know the requirements and benefits of some theatrical careers.	
		Report on job opportunities in theater, film and television, and the training required for each.
	Know how to critique theater productions.	
		Collect newspapers and periodicals that contain reviews of film, television and theater productions; compare reports of the same events.
	Understand drama as the world's oldest classroom.	
		Report on drama and ritual in primitive cultures and the origin of the theater arts.

FINE ARTS
DRAMA
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
INTRODUCTION TO THEATER AND DRAMA Drama Appreciation (Cont.)		
	Understand the role of theater in society including its humanistic aspects.	
		Discuss literature and visual aids related to the social, historical and aesthetic aspects of theater and drama.
	Know how to analyze and compare plot, theme, character, setting, and other elements of different dramatic forms.	
		Discuss common features and differences of various types of dramatic forms such as situation comedy, drama, soap opera, etc.
		Critique a community theatrical event.
	Understand the unique characteristics of a play as a form of communication as well as a literary form.	
		Recognize major themes, historical periods, characteristics and cultural backgrounds of selected works of dramatic literature.
		Recognize major characteristics of Greek drama.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
INTRODUCTION TO THEATER AND DRAMA Drama Appreciation (Cont.)		
		Discuss street theater of the Middle Ages and the Elizabethan period.
		Report on the major accomplishments of Shakespeare.
		Report on the development of the American Theater from 1766-1890.
	Understand the development of drama.	
		Outline the history of the theater (Greek, Roman, Elizabethan, Shakespearean, Modern, etc.).
	Understand that knowledge of theater helps to appreciate cultural differences.	
		Explain how literature is a reflection of the culture that produces it.
		Read with a group: radio play, video script, one-act play, reader's theater script, three-act play.

FINE ARTS
DRAMA
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
PERFORMANCE SKILLS AND SELF-EXPRESSION		
	Know how to achieve confidence in self-expression and with special emphasis on body language and awareness.	
		Perform nonverbal communications in pantomime, cuttings, skits, improvisations and plays.
		Use gestures, posture, facial expression, vocal cues, spatial relations, touch and space to communicate.
	Know how to develop voice diction and body control in character portrayal.	
		Participate in the following drama activities: pantomime, group improvisations, small scenes, oral interpretation, one-act plays, reader's theater.
	Understand self and others through study of dramatic characters.	
		Analyze why and portray how individuals react differently in similar situations.

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
PERFORMANCE SKILLS AND SELF-EXPRESSION (Cont.)		Identify and incorporate into stage characters the factors which cause people to see the world differently.
		Demonstrate on stage the communication consequences of varied self-concepts.
		Perform activities to develop emotional and sensory recall as acting techniques.
	Understand the elements of group interaction.	
		Perform improvisations and present selected scenes and plays with an emphasis on analyzing and controlling feelings.
		Use feedback and listening skills to control feelings and emotions in selected scenes and plays.
		Use role play techniques to overcome barriers in group processes.
DESIGN AND TECHNICAL THEATER SKILLS	Know how to design sets appropriate to a production.	
		Explain the function of a set of blueprints to the director and technicians.

FINE ARTS
DRAMA
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
DESIGN AND TECHNICAL THEATER SKILLS (Cont.)		Draw a set of blueprints.
		Build a model of a set for a stage play.
		Build a stage set, interpreting design through stage construction and operating theatrical equipment.
	Understand the function of sound plots.	
		Draw a sound plot with music, microphones and sound effects.
		Install a sound plot in a house.
		Demonstrate various ways to produce sounds and sound effects.
	Understand the function of lighting plots.	
		Explain the safe limitations for various sizes of electrical cords and equipment.
		Define watt, volt, amp.
		Draw a lighting plot for production.
		Run the lighting for a stage production.

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will:	The Learner will:
DESIGN AND TECHNICAL THEATER SKILLS (Cont.)	Understand the importance of a costume to a production.	
		Design costumes for a play.
		Produce a pattern, cut out and build a costume.
	Understand the function of makeup.	
		Design makeup for the cast of a production.
		Demonstrate the application of makeup.
	Understand the concept and practice of nontheater space performance.	
		Create acting and audience areas in a nonperformance space such as a cafeteria, community hall or park.
		Create a setting and lighting set-up using ready-made and found scenic elements and lighting instruments.

FINE ARTS
DRAMA
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME The Learner will:	SAMPLE LEARNING OBJECTIVE The Learner will:
DIRECTING AND MANAGEMENT SKILLS	Understand theater management.	
		Create and use a production flow chart showing various jobs and assignments, persons needed to complete the jobs, and when the jobs need to be completed.
	Know how to produce a play as a class exercise or public performance.	
		Choose a one-act play, television, script or radio production and complete the following: (1) analyze text; (2) hold auditions; (3) direct actors throughout rehearsals, blocking movements; (4) maintain responsibility for publicity, tickets, programs, sets, lighting, makeup, costumes, dress rehearsals, house and ushers, cast party, legal aspects.
	Understand the function of the director.	
		Analyze a scene and direct it for a class presentation.

FINE ARTS
DRAMA
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will:	The Learner will:
PLAYWRITING	Know how to write one-act and full-length plays.	Write an original one-act or full-length play, including the following elements: character introduction, setting the mood, plot, subplots, climax. Make a report on various playwrights and their works from around the world.

ALASKA CURRICULUM GUIDE: Drama - Secondary

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
No comments.		

ALASKA
MODEL
CURRICULUM
GUIDE
PROJECT

Subject: FINE ARTS
Course: DRAMA
Level: SECONDARY
Grade(s): 9-12
Date: 8-20-85

PERCENTAGE OF EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	0	0	
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	6	24	**********
3.00 Application	7	28	**********
4.00 Analysis	6	24	**********
5.00 Synthesis	6	24	**********
6.00 Evaluation	0	0	
SUBTOTAL	25	100	
AFFECTIVE	0	0	
PSYCHOMOTOR	0	0	
Not Classifiable	0	0	
TOTAL	25	100	

SECONDARY DANCE

PREFACE TO

SECONDARY DANCE GUIDES

The Goal of Dance Education in Alaska

Understanding our culture and the culture of others requires an understanding of and participation in dance. The study and performance of dance involves the emotional, intellectual and physical capacities of students. In addition, dance improves the ability of students to move efficiently and therefore, improves the development of the total person.

Dance as a discrete art form should be integrated into the entire curricular program. Experiences in dance help to develop and refine the ideas, concepts and skills from other disciplines. For example, the mathematical concepts of shape, line, sequence and ordinal numbers can be explored and developed through dance. Concepts and skills related to reading and language arts are clarified and expanded as students begin to experience a specific vocabulary kinesthetically. Dance allows students of all levels and abilities to experiment and invent with movement, develop resources, make aesthetic judgements about dance and begin to view dance from an historical perspective.

The major goal of the Alaska dance curriculum for secondary students is to help young people realize their artistic potential of body movement for expressing ideas and feelings. Students' personal awareness, physical coordination, social skills, creative potential and possible interests and talents in dance are all developed through the study and performance of dance.

Therefore, specific goals of the Alaska secondary dance curriculum should include the following:

1) To teach young people to dance

2) To help young people increase their awareness of their bodies and their total selves

3) To help young people enjoy dance and dancing

4) To help young people develop aesthetic awareness as they create movement sequences

5) To help young people improve their sense of directionality, spatial orientation and visual and kinesthetic perception

Dance can be developed in a variety of specific ways such as through folk ballet, jazz, modern dance, ballroom and other styles. Students pursue dance for a variety of reasons: to understand and appreciate cultural heritage (their own as well as those of other groups); to maintain a level of physical fitness; to master more challenging and difficult steps, patterns and sequences; or for the sheer enjoyment of moving to music. The long-range goal of the Alaska model curriculum for dance should be to convey this message.

Framework of the Guides

For the secondary grades (grades 9-12), the following framework was developed: (It is essentially the same as for the upper elementary grades, but with greater emphasis on dance heritage and performance.)

Topic/Concept	Outcome Categories
Qualities of movement in dance	Body awareness, spatial awareness, qualitative variations, introduction and development of relationships to others in dance
Elements of rhythm in dance	Meter and measure Phrasing Intensity, tempo Accompaniment
Creative expression in dance	Floor patterns Sequencing of moves and patterns Representation and interpretation
Dance as a part of culture and heritage	Values and history of ethnic and folk dances; appreciation of specific Alaskan and other ethnic/tribal dances
Enjoyment/skill/fitness	Cardiovascular and muscular fitness, feeling good about moving to music
Integration of dance with other arts	Dance as a vehicle or stimulus for other arts

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Bristol Bay
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Haines
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Kenai Peninsula
Ketchikan
Klawock
Lower Kuskokwim
Lower Yukon
Matanuska-Susitna
Nenana
Nome
North Slope
Northwest Arctic
Pelican
Railbelt
Valdez
Yakutat

State Departments of Education

Alabama
Arizona
Arkansas
California
Connecticut
Delaware
Florida
Idaho
Ilinois
Indiana
Maine
Minnesota
Maryland
Nebraska
Nevada
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FINE ARTS
DANCE
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will:	The Learner will:
DANCE AND MOVEMENT	Understand shape, space, beat, accent and rhythmic patterns in dance.	
		Respond in movement to note values, rhythmic patterns and syncopation.
		Create a dance using symmetrical grouping; create a dance using asymmetrical grouping.
		Add energy and weight to the quality of vibrating movement in a dance.
	Know how to increase length and complexity of a self-designed composition.	
		Perform longer and more complex compositions using themes and variations.
	Know how to evaluate dance techniques to determine successful communication with an audience.	
		Evaluate the dance performance of peers.
	Understand and know how to use dance vocabulary.	
		Use correct terms for movements, environmental arrangements, clothing and equipment for a variety of dance forms.

FINE ARTS
DANCE
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will:	The Learner will:
DANCE HERITAGE	Understand dance as a part of his or her multicultural heritage.	
		Describe and demonstrate how dance is a universal language in world and Alaskan cultures--past, present and future.
		Describe the historical roles of dance in relation to social, ritual and performance contexts.
	Know the basic fundamentals of square dancing.	
		Perform basic square dance movements with a group.
	Know the basic fundamentals of folk, ballet and jazz dance.	
		Perform basic steps and demonstrate appropriate movements and patterns for folk, ballet and jazz dances.
	Understand dance in contemporary culture and its role in leisure time, health and social activities.	
		Describe how dance can lead to and maintain physical fitness; describe the role of dance as a social activity.

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FINE ARTS
DANCE
GRADES 9 - 12

TOPIC/CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The Learner will:	The Learner will:
DANCE HERITAGE (Cont.)	Understand dance as a career.	Report on careers in dance including preparation, talent and commitment; describe how dance as a career differs from dance as a hobby.

ALASKA CURRICULUM GUIDE: Dance - Secondary

RESPONDENTS	PROBLEMS, ISSUES, CONCERNS	DISPOSITION
No comments.		

ALASKA
MODEL
CURRICULUM
GUIDE
PROJECT

Subject: FINE ARTS
Course: DANCE
Level: SECONDARY
Grade(s): 9-12
Date: 8-20-85

PERCENTAGE OF EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	1	8	****
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	2	15	********
2.00 Comprehension	1	8	****
3.00 Application	3	23	**********
4.00 Analysis	1	8	****
5.00 Synthesis	0	0	
6.00 Evaluation	1	8	****
SUBTOTAL	9	69	
AFFECTIVE	0	0	
PSYCHOMOTOR	4	31	**********
Not Classifiable	0	0	
TOTAL	13	100	